

НОВ БЪЛГАРСКИ УНИВЕРСИТЕТ ДЕПАРТАМЕНТ  
„Чужди езици и култури“

АВТОРЕФЕРАТ

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***Integrating Applied Linguistics Approaches and Modern  
Competences in the ESP Courses for Students of Agricultural  
Sciences and Arts***

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на дисертация за получаване на образователна и научна степен  
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## **1. General overview of the study**

The interest in this topic stems from the fact that there are practically a few studies dealing with the development of English for Specific Purposes programmes at BA level in Kosovo. At the same time, the need of English in professional contexts is constantly growing considering the importance of English in academia and the development of ESP in the world.

However, the application of ESP programmes in undergraduate education has not been researched, neither are there studies on the applied linguistics approaches to ESP course development. Therefore, this dissertation attempts to give a prompt out and pave the way for further inquiries into the modern English for Specific Purposes programmes.

## **2. Aims of the study**

The primary purpose of this study was to analyze the current situation of English language courses at undergraduate studies at two faculties of “Haxhi Zeka” University. This study is a case study based on an eight-month action plan. The study uses interpretive and descriptive method as its research philosophy. The interpretive research is the necessary research philosophy for this study because it allows the researcher to explore the details of the situation, and to understand the reality or perhaps a reality working behind them. Firstly, the purpose of the action research is to check whether the involvement of students needs in procedures adopted facilitates the course design by helping them to function adequately in their target situation. The case study revolves around the efficiency of ESP courses for undergraduate studies which is conceived to be an indicator towards possible changes and enhancement of the actual ESP programme, i.e., from English Language to English for Music, English for Film Directing, and English for Agribusiness. Secondly, the current study emphasized the basic linguistic approach which have had a major influence to ESP such as:

(1) the concept-oriented approach, and (2) the context-oriented approach. Both represent very different schools of thought in linguistics. However, more recently both traditions have begun to converge in a number of interesting ways, most notably through the widespread use of corpora and the rise of computational methods in formal linguistics.

Finally, the adoption of Preparatory Programmes in both faculties may benefit the development of the course, which is a preparatory course in which students are expected to enhance their general English skills before enrolling in an ESP course. As a result, the primary goal of this research is to assess the current state of ESP courses and develop a program that could bridge the gap between ESP and GE. Eventually, this program is not limited to the acquisition of general English knowledge; it may also contribute to the enhancement of students' study skills in the fields in which they are enrolled. This could be accomplished by providing preparatory training for students interested in enrolling in ESP courses.

In summary, inclusive objectives of this research work are to help teachers to function more adequately in their target situation, i.e., ESP, to respond positively to the demands of the study programmes, and to satisfy the learners' expectations and increase course attendance and learning outcomes, always referring to the needs of Kosovar context.

### **Research Questions and Hypotheses**

To achieve the aforementioned objectives, and for better teaching/learning professionalization, this research enquiry mainly falls on the following research questions:

To achieve the aforementioned objectives, and for better teaching/learning practices, this research mainly falls on the following research questions:

1. *What is the ESP current situation at the undergraduate studies?*

2. *Do the General English knowledge students have undergone while studying in pre-university meet the criteria of an ESP program?*
3. *To what extent does providing an ESP course to first year BA students help them function effectively in their target situation?*

In order to reach adequate answers to the three research questions above, the following hypotheses have been established:

1. *The ESP course offered at the undergraduate studies needs development in terms of structure and organization.*
2. *Although students have attended English classes since the third grade, their English skills do not meet the ESP requirements.*
3. *Attending an ESP course in the first year of BA studies is believed to be of value for students with intermediate level of English language. It may help them perform better while taking part in specialized language environments.*

### **3. Methodology and data collection**

The present section attempts to provide answers to the three essential questions in conducting any research in any area of interest, notably for whom, why, and how the present study has been conducted. The purpose of the action research is to check whether the involvement of students in procedures adopted facilitates the course design by helping them to function adequately in their target situation. The case study revolves around the efficiency of ESP courses for undergraduate studies which is conceived to be an indicator towards possible changes and enhancement of the actual ESP program, i.e., from English Language to English for Music and English for Film Directing.

In the study were involved a group of 100 students in total, 60 students from the Faculty of Arts and 40 students from the Faculty of Agribusiness. The table below shows the number of participants in detail.

**Table 1. Sample Involved in the Study**

The Sample	Number
Music Education	Fourteen (20)
General Music Education	Twenty (20)
Instrumentalists	Twenty (14)
Film Directing and TV	Six (6)
Faculty of Agribusiness	Forty (40)
Total	A hundred (100)

In order to have a clear picture of the ESP programme mixed research instruments were used.

The instruments were administered with the three following rationales in mind:

- To collect information and analyze the overall ESP programme offered to Music, Film Directing students and Agribusiness students;
- To cross-check the results of other instruments, i.e., EGP and ESP test results;
- To verify the accuracy of the findings.

The study was conducted during the 2018/2019 academic year at the Faculty of Arts and the Faculty of Agribusiness of the Public University “Haxhi Zeka”.

#### **4. Structure of the dissertation and content summary**

The dissertation consists of 213 pages, including 5 Appendices, 8 graphs, 7 charts, 23 tables and a list of references comprising 145 entries, of which 128 from source in English, 2 – from sources in Albanian and 1 – from a source in German.

After setting the aims of the study in **Section 2, Section 3 of Chapter 1** introduces the methodology of the study, based on a three-phase Action Plan: Pre-course, In-course and Post-course.

The instruments used to collect data – an online survey, an observation, an interview in the post-course phase and two tests – are outlined, as well as the procedures employed for the processing of the data.

**Chapter 2** (Literature Review) research into English for Specific Purposes (ESP) has discussed its role in English language teaching for more than four decades to respond to learners' technical and specific language needs. In the international context of trade, technology, and exceptionally, communication, ESP's influence continues to develop among different subject-areas. The literature argues that, rather than learning a language structure or area, ESP is focused on the importance of vocabulary teaching and learning as pointed out by (Xhaferi, 2010, p. 231).

Related to the ESP research and the effect of English as an international language Paltridge (2009) claimed that: "ESP research is clearly not the property of the English-speaking world, nor is it taking place solely in English-speaking countries. In ESP, English is the property of its users, native and non-native speakers alike" (as cited in Ruiz-Garrido, Palmer-Silveira, & Fortanet-Gómez, 2010:2).

**Section 2 of Chapter 2** describes the role of applied linguistics approaches in ESP.

In general, *Applied Linguistics* concerns the use of language in people's lives and issues relevant to the actual meaning of the use of language. To solve problems in the real world, it means using what we know about language, its use and how it is understood (Cook, 2003). Applied Linguistics attempts to address several questions and issues regarding the language apply, structure and its evaluation. Some of the definitions below discusses the main objectives of applied linguistics in language learning.

“AL is the use of linguistic research's knowledge of the nature of language to increase the efficiency of some functional activity in which language is a key component” (Corder, 1974; Allen & Corder, 1974, as cited in Karavas, 2014, para. 12). Other AL definitions focus on:

Solving language-based challenges faced by individuals in the real world, whether they are learners, instructors, employers, researchers, attorneys, and network operators, those looking for social services, students, policy authors, language developers, translators, or a wide spectrum of business clients (Grabe, 2002, discussed in Karavas, 2014b, pp.2-5).

Moreover, AL uses what we know about a) language to accomplish “some purposes or solve some problems in the real world”, (b) how it is understood, and (c) how it is used. (Schmitt & Celce-Murcia, 2002: 1 as cited in Davies & Elder, 2004, pp.1-15).

The related sub-fields of Applied Linguistics to foreign language teaching and learning are:

- EAP,
- ESP,
- EYL,
- CALL/TELL,



- Materials development and evaluation,
- Syllabus design and language curriculum development,
- Language education in multilingual settings.
- Language testing,
- Language teaching methods and techniques,
- Language teacher training and education,
- Research into second and foreign language learning,
- Language education policies and language planning,
- Educational technology and language learning,
- Immersion education,

According to Gledhill and Kübler, (2016) there are two basic approaches to the study of ESP (also known more generally as ‘Languages for Specialised purposes’, LSP), namely: (1) the concept-oriented approach, and (2) the context-oriented approach.

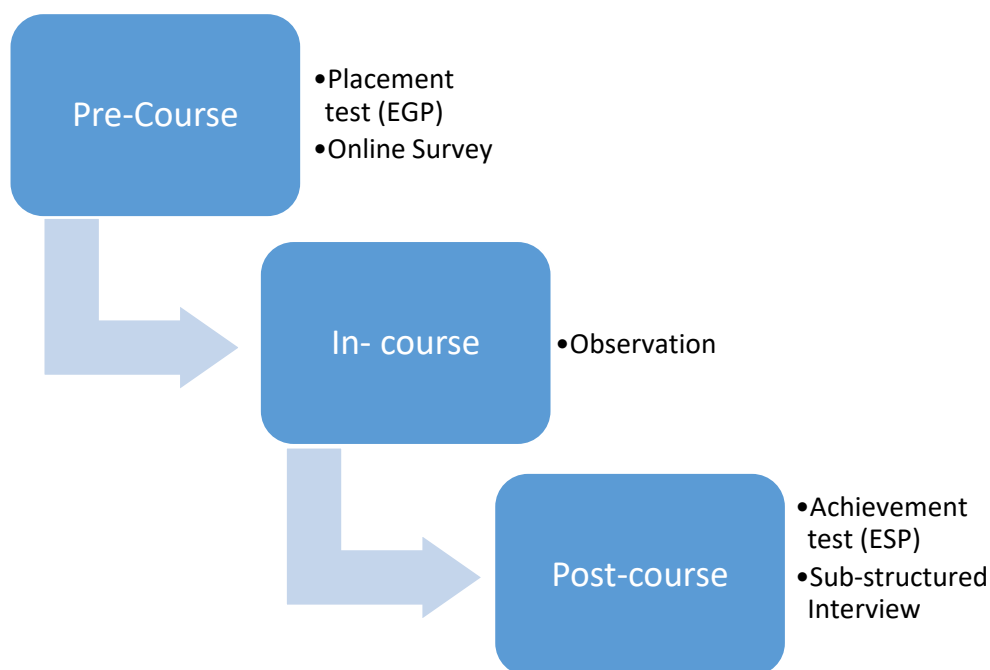
It is important to realise that both the concept-oriented and context-oriented approaches can sometimes be found within the same study. However, it is still useful to make a basic distinction between at least two main perspectives on ESP which also happen to coincide with a distinction often made between structural or formal linguistics on the one hand and discourse-analytic or functional linguistics on the other.

**Section 9 of Chapter 2** focuses on the development of ESP programmes, where the General English background of students plays a significant role in course planning. More precisely, a well-conducted GE courses and preparatory course ensure that students can learn what they need and want and at the same time identify their lacks. At this point, ESP and GE together can help students

make progress in their target work and present them with a wider vision in their studies. In teaching and learning circumstances, the features which underline the students' skills and sub-skills might help the specialists focus on their needs in real life. After analyzing the proficiency skills of the students, the next step aims to understand their objective, subjective, content and process needs as shown in the preparatory programme review. This needs analysis will help researchers see the deficiencies of ESP or GE programs in higher education, and the ways to accomplish these necessities in an appropriate way. Without this analysis, it is not possible to understand the expectations, concerns and demands of learners. Thus, both course designers and decision makers should take into consideration these analyses and their results emerged.

**Chapter 3** presents the methodology and the overall structure of the research. It attempts to provide answers to the three essential questions in conducting any research in any area of interest, notably for whom, why, and how the present study has been conducted. The purpose of the action research is to check whether the involvement of students in procedures adopted facilitates the course design by helping them to function adequately in their target situation. The case study revolves around the efficiency of ESP courses for undergraduate studies which is conceived to be an indicator towards possible changes and enhancement of the actual ESP programme.

The following diagram displays the overall research methodology which was adopted in the study and reveals how data were collected from different sources using a variety of procedures, and research instruments, and later on how their analysis proceeded. One must know that a set of tasks evolved simultaneously with the project as it was designed, implemented, evaluated and reflected upon.



## Chapter 4

The results obtained from the online survey and the two tests are discussed in detail in Section 6. The analysis is supported by statistical data, graphs, tables and a number of examples illustrating the respective findings. The first part of this section presents the results of the online survey and the placement test whose aim was to:

- Collect data from students who were currently attending ESP classes by focusing on their actual situation.
- Collect data regarding the respondents' current level of knowledge in English.
- Collect data related to the participants' expectations and attitudes towards English language learning.

- Probe into the reasons for attending ESP course and their correlation with the functions of ESP serving as a theoretical framework for the study.

This combination of placement test findings provides some support for the conceptual premise that freshmen students often face difficulties because of their English once they are involved in the ESP classroom. These results further corroborate the idea that without attending a prep-program or extra courses such students might become less confident in using the language outside the classroom. However, it should be stressed that freshmen students are “strangers in the strange land” as Hutchison and Waters (1987) used to call ESP teachers.

Second part of Section 6 presents the results of the in-course and post-course phase. Based on the respondents’ comments a number of components they wish to be included in ESP classes in terms of Master classes, On Set/filming context, and workshops in English language were identified:

- tips to learn professional terminology in context;
- more room for practicing speaking;
- being able to use technical terms during Master classes;
- approaches to English language improvement;
- improvement of listening and comprehension skills.

In this post-course phase, two research tools were adopted. The semi-structured interview was used as a mean to test students’ feedback about students’ achievement. It was divided into two main rubrics. The first one was dedicated to students’ perceptions about the course. The second one, however, was devoted to participants’ insights about their professional achievement development and a pilot preparatory course was presented. In what follows, the analysis of the first rubric is reported.

The second part of the achievement test revealed the current situation of the GE learners and their needs. In terms of participants' objective needs, 27% agree that preparatory classes are necessary for them, however, the learners claimed that this class is unnecessary when it is mentioned in their own departments. The next two items found out that the motivation of most of students increased; however, most of them still have difficulties in going through sources in English.

The majority of the respondents (28 %) think that students' opinion and demands should be taken into account in curriculum design and course preparation.

When they analyzed their subjective needs, the participants (24, 3%) thought that they were active students in the class. The largest part of the participants (20, 3%) was dissatisfied with the ESP course program and considered it as difficult, the other part of the participants (9,7%) was satisfied with it. About their weaknesses in reading text, most of them (30%) said that they had some difficulties in reading professional texts in English. The next four questions in the subjective needs of participants were about basic skills in English. About 19% of the interviewees affirmed that they had huge difficulties during the course in understanding professional contexts.

In the evaluation report during the post-course phase, the focus was placed upon the efficiency of the ESP course. Students were asked to rate each item by ticking the box which matched their evaluation. A four points rating scale was used which ranged from poor, average, good to excellent. One section was left empty and participants were invited to add any comments or suggestions for the improvement of the project components.

According to their statements, students consider that the ESP course offers the necessary skills; it can enhance English skills at a good level for students who already have at least pre-intermediate English level; the instructors are prepared, the course provides a useful content; it helps

comprehend the language but, it provides ESP for music materials for advanced level. However, they think physical conditions of the preparatory unit building are inadequate and knowledge of English for film directing is not provided at an adequate level for the first and second year students.

Students hold the view that English courses in the BA program are adequate to follow students with high level of English education, however, they also claim that the program should certainly include English for film directing, it is not adequate for beginner learners, the fact that the program focuses more on daily use of language is negative for students and language used in the faculty is relatively limited.

Students state that they think the program offers a level of English meeting their needs for the faculty and in general they are satisfied with the education they received attending the course. However, they point out that the ESP course is very inadequate in terms of English level; consequently, their expectations were not met in terms of acquiring grammar, vocabulary and other technical terms.

For the ESP program to provide better English education, students suggest that in the first year they should focus on improving general English skills.

The analysis of the survey and the placement and achievement tests and the results of classroom observation have discovered lacks and wants perceived by the students. The findings also revealed that students do not achieve neither the intermediate objectives nor the final objectives to learn relevant specific language that would serve to prepare them adequately for their future career in their area of specialization. Being able to make reviews and presentations and that the program provided the required skills, the course offers the necessary skills; it can teach English at a good level; the instructors are well prepared. Nevertheless, the most significant finding of this research

based on the data from students is the fact that the English course is stated to be inadequate because of students English proficiency, consequently, based on the results of the achievement test, 37 students out of 60 fail the English exam in the first exam session.

**Chapter five and six** focuses on the improvement of the ESP programme and the possibilities of changes in the actual ESP programme.

To learn how to identify accurately learners' needs is considered as a pre-requisite in the ESP context. This could be regarded as the first step towards designing an effective course which responds positively to the apprentices' real needs and expectations. Learners at this stage are required to develop an awareness of how to analyse their apprentices wants, needs and prospects while being familiarized with the different theories and methods of Need Analysis and Identification.

Students of arts and agribusiness who attend ESP classes have the opportunity to:

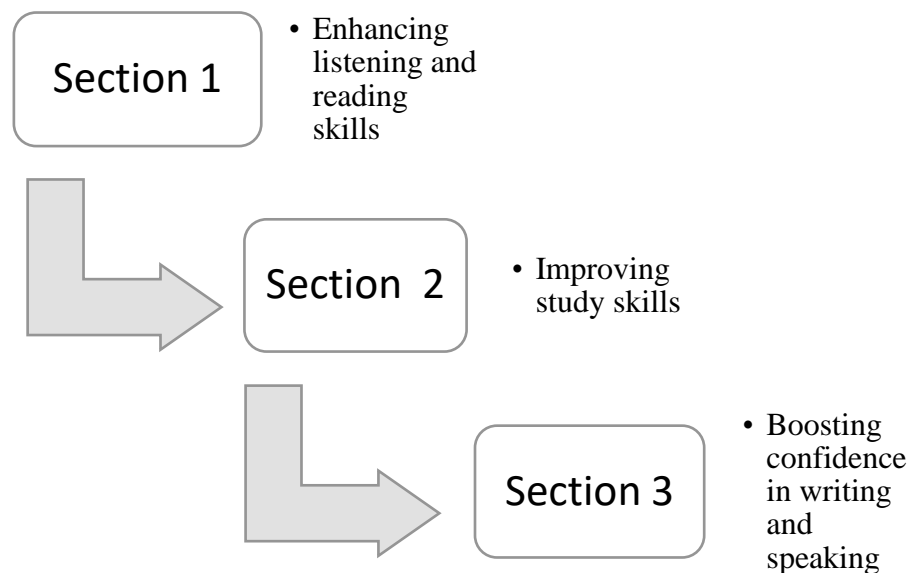
- Understand professional contexts;
- Use English in professional contexts i.e., master courses, professional training, etc.
- Write essays, articles, music reviews in English;
- Attend courses and modules in English;
- Write scenarios for film directing;
- Be part of mobility/exchange programmes.

#### **Chapter five:** Preparatory Programme Content and ESP course development

The preparatory programme aims to increase fluency in writing, speaking and listening, improve students study skills, prepare students for seminars and written/oral examinations, raise awareness

of language need and use in professional context, structures and vocabulary related to subject areas and emphasize on the practice in delivering oral presentations. As far as this programme is concerned, there will be three sections of fifteen units; the course is directed to the first two semesters of the first year for both departments. Each unit is further divided into a number of sections and tasks. For the first unit, a placement test is proposed whereas for the other units different language aspects need to be covered.

The overall design of each section is shown in the following diagram, which includes a mention of the tasks associated with each of the three Stages. The modules are described and discussed in more detail in section 5.7.5.



**Figure 11. Prep-Programme overview**

Teachers who would be appointed to teach in the preparatory program are supposed to be ESP instructors with a long teaching experience in this area of research. A teaching assistant or facilitator would also take part in a number of seminars aiming to equip students with a basic



knowledge and assist the ESP instructor in a number of activities notably; writing section, grammar tasks, delivering presentations, and other assignments and projects.

**Chapter 6** – Conclusions – summarizes the results of the study by focusing on three main points, namely: (1) ESP course profile of Music, Film directing departments and Agribusiness Faculty based on the findings of the online survey, observation, and the tests; (2) challenges, needs and expectations; (3) The preparatory language programme offered to first year students before the delivery of the ESP course.

The last part of this section discusses the limitations of the study in theoretical and practical terms, as well as some ideas for future research.

The list of references is included under **Section 6**, while three appendices (**Section 8**) present the online survey (Appendix A), placement test (Appendix B) the semi-structured interviews questions (Appendix C) and the achievement test content (Appendix D).

## **5. Conclusions**

The conclusions are restricted to a specific group of students in a specific context. Therefore, the results may not be accepted by other ESP teachers in other universities. It is then, possible for researchers to use a large sample of students which may include other faculties within the same university, i.e., “Haxhi Zeka” University, or other public or private universities to get a reliable degree of representativeness that may ensure generalization of findings.

To explore and identify the ways to enhance students’ language knowledge and skills is of great significance. This is because it can lead to other studies which revolve around ESP course

efficiency, implementing and assessing ESP courses, besides the design of materials relevant to ESP teaching. Admittedly, teachers are those who need first to accept change as an essential component in the progress of any process and most precisely that of the ESP teaching; accepting this idea, besides their willingness to adapt new ways of teaching may constitute a great help for both teachers and learners. Hence, ESP teachers should be seen as effective learners who aspire to continuous development for a continuous improvement which should converge knowledge, theory and practice.

### **5.1. ESP state at “Haxhiu Zeka” University**

The present study has shown the status of the English language among first year students of Music, second year students of Film Directing, and first year students of Agribusiness faculty at “Haxhi Zeka” university. It has highlighted the current situation of the ESP courses and learners and whether there is a consideration of students’ needs in designing courses as well as the difficulties faced by both teachers and learners when teaching/learning English in this subject area. Accordingly, this dissertation has tried to investigate whether BA students are aware of the importance of the English language in their field of study, the type of courses the students learn in these departments, how teachers organize and teach ESP in this specialty, and finally the challenges encountered during the course.

If teachers of English for specific purposes courses at the Arts departments use strategies of predetermined objectives that fits the students’ needs and expectations then students’ awareness about the necessity of learning the English language will be increased, which will create a positive attitude towards the English language in this faculty.

Another option is to use internationally recognized tests in order to provide meaningful scores and increase the credibility of course results. Yet, once more this option may not be feasible to

implement. Internationally recognized ESP preparatory programs are scarce to find, and those available often target learners with a certain level of language competence. For example, the ILEC test only corresponds to two levels on the Common European Framework of Reference for Languages (CEFR), which are B2 (vantage) and C1 (effective operational proficiency). What about the ESP courses that only target lower or higher levels of proficiency? These courses are left with no internationally recognized testing option.

In general, in this chapter some recommendations that may help both prospective teachers and those already engaged in different ESP teaching contexts are provided to better cope with the requirements of the target situations and to attempt to participate in the promotion of ESP teaching in Kosovo as a whole. It is of crucial significance to mention that these proposed recommendations cannot be considered effective if they remain only theoretical. Effecting both change and innovation under the label „ESP course development“ might help the freshmen students to acquire English knowledge through extra English modules within a preparatory program. Despite the importance of ESP in almost all spheres, English language courses have been neglected as less important in the study program of the Faculty of Arts and Faculty of Agribusiness. In this regard, extra English language teaching hours should be included in the study programmes and ESP courses provided in the third or fourth study year.

## **5.2. Preparatory Programmes**

For ESP instructors, preparatory programmes can also be extremely stimulating. Instead of teaching general English topics repeatedly in the ESP classes, enthusiastic teachers who are planning to pursue a career in ESP can move to teaching more specialized language courses, such as Business English, English for Computing, English for Music, etc, but prepare prep programmes as the fundamental base for ESP. Besides, the prep programme offers BA students a perfect chance

to develop their skills through applying language approach and prepares them to attend a more specialized course, which requires continuous needs analysis, collaboration with subject matter specialists, adaptation/writing of instructional materials and practice of research and evaluation skills.

As for universities, effective ESP programmes can enhance the university competitiveness in different ways. It can help bridge the traditional gap between the university programmes and real market demands. In addition, it can create diverse opportunities for students. Students wish to enroll in cost-effective universities that meet their specific needs and qualify them in a relatively short period for the demands of particular jobs. With the increasing competition among higher education institutions to accept successful students, high-school graduates are now much more aware of their English language needs and the importance of their language competence for future career enhancement. They are being selective when applying to Higher Education Institutions, especially regarding the quality of language and computer skills training provided in these institutions. Several other questions remain to be addressed to start applying the prep-programmes at BA level. The most important is the future prospects of Kosovo joining the EU and then students will be mobile and have to have good knowledge of general English and ESP if they want to study e.g. Music for one semester under the Erasmus programme, or study for a whole degree abroad.

Furthermore, some changes in the ESP programme have been recommended:

- English Preparatory Programmes should focus on the improvement of receptive and most importantly productive skills of the learners. Also, programme designers should consider communicative approach by increasing the number of speaking and writing activities.
- Professional language in context should definitely be included in the ESP programme and its functionality should be increased in terms of both structure and vocabulary acquisition.

- The programme should give attention more to “ability to communicate ideas in English”.
- The effectiveness of English preparatory programme should be determined in a way covering the applications in all departments and by using different methods as well as separate evaluations.

When paying attention to the status of the English language in terms of hours or time allotted to it, the course content which is designed without any predetermined objectives and without considering students state and expectations, and investigate to which extent does those courses fit the students’ needs, the results revealed that students face different difficulties. There must be a clear instructional preparatory programme before the ESP course which is benefit most to the students. After the accomplishment of the preparatory programme, the required English for Music and English for Film Directing can still be implemented as the basis for career development in the second and third semester.

Chapters five and six dealt with the future of the development of the ESP programmes in Kosovo context. It was a pathway to improve prospective ESP programmes and was a moderate attempt to provide students with a sound training in improving English language skills as a part of their initial preparation, and equip them with the needed skills and competencies to enable them to attend ESP courses without hindrances.

To start with a limited number of hours is a central problem. It concerns those who have chosen to attend ESP courses and teachers who are appointed in the Arts and Agribusiness departments to teach English for a definite purpose then to shift to a general English course. Going a step further, it can be stated that claiming generalizability of findings is a hard task for a small scale project like

the present one and this is not our attention. To call, then, for the adoption of ESP programmes as a part of the BA study programmes is the main focus.

To conclude, as for the applied linguistics approaches, an ESP syllabus needs to combine content what is to be included in the course, process – how learning and teaching are to be implemented, and product – what should be achieved, with the context in which the learning takes place. Therefore, in an ESP course with a modern perspective, the traditional roles of students, teacher and teaching materials are put in question and the whole nature of English for specific purposes teaching and learning is being re-examined and restructured.

## **6. Contributions**

The study employed a multifaceted and multidisciplinary approach and threw new light on the following aspects of the English for Specific Purposes course:

- An overview of ESP history and development;
- An overview of ESP state in Kosovo;
- A profile of students in terms of attitudes and expectations towards their achievement in ESP;
- A detailed analysis of ESP mainstream in the three departments of the Faculty of Arts and a group of forty students of the Faculty of Agribusiness;
- An examination of the ESP course profile, including pre-course, in-course and post-course analysis;
- A detailed Preparatory Programme for BA level.

The results are supposed to provide a comprehensive picture of the English language and ESP state in Kosovo which may further be of help in designing ESP courses and drafting ESP programmes for BA level, as well as in raising the awareness of English language in professional context.

## **7. Limitations of the study and future research**

From a **theoretical point** of view, in the general case, similar studies have the possibility to draw on existing ESP programmes offered at BA level to improve ESP courses. Unfortunately, apart from a few publications dealing primarily with ESP syllabi and course materials, and the overall ESP course design, there is a shortage of reliable contrastive studies of English for Specific Purposes in Kosovo. Along these lines, the ESP lecturers seem to be mainly interested in teaching General English. However, their publications are published in local, non-peer reviewed journals, which does not make them internationally visible and trustworthy. Besides, there is also a lack of available syllabi and ESP programmes and database, and ESP teachers being reluctant to answer to the situation. Moreover, very few studies focus on the ESP outside the main geographical area, in this case Prishtina University, where the ESP is taught at a few departments.

From a **practical viewpoint**, as professionals we should call for the development of study programmes that meet at least the following components, finding the curricula balance within preparation programmes among content knowledge, pedagogical knowledge, and monitored [classroom] experience.

It is based on the idea of an ongoing process which starts at the micro-level and reaches the macro-level where the student is considered at the heart of this course of actions. Students' views, attitudes and expectations should be taken into great consideration which may contribute, later on, to the teaching effectiveness in the classroom. The cooperation with other members of the same faculty

is another component this framework is composed of. To conclude, the need to draft programmes in the teaching process cannot be achieved unless they acquire the ability to reflect critically upon the existing national policies along with organizational features including issues of autonomy, accountability, evaluation in education systems. In this regard, for many years, the education system in Kosovo has been part of different pilot projects.

At the same time, any researcher who has ventured to collect such data has encountered the difficulties of finding the right ESP lecturers who would also be ready to share their experiences related to the ESP courses.

Another point that has to be made here is the impact of the pre-course, in-course and post-course testing, during a period of eight months, which means that students tend to change various aspects of their attitudes and expectations when they are aware of being observed or tested. In this particular case, the researcher besides the research instruments, followed specific criteria; therefore, they presented the lacks of the ESP programme by identifying students' expectations and attitudes.

Considering the fact that this is among few studies of the English for Specific Purposes in Kosovo and the way it reflects the current ESP programmes, future research is necessary on a larger scale to confirm (or refute) the results and conclusions presented here, especially in view of analyzing students and teachers viewpoints. Similar studies could also be carried out at other faculties of "Haxhi Zeka" University for the sake of comparison.



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## **9. Author's publications**

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## 10. Summary in Bulgarian

### Резюме на български език

„Интегриране на приложните лингвистични подходи и модерните методи в курсовете по английски език за технически цели (ESP<sup>1</sup>) за студенти по селскостопански науки и по изкуствата ”

С непрекъснатото увеличаване на разпространението на английския език като международен език и значителната роля, която играе в различни области на живота, включително в академичния растеж и постиженията, разработването и планирането на курсовете по английски език; особено що се отнася до подготовката на курса по английски език за технически цели (ESP), при който студентите трябва да бъдат подготвени да знаят техническия език в собствената си област на обучение, за да поддържат своите актуални знания и експертиза на възможно най-високо ниво. Настоящото проучване се основава на казус, който изследва програмата на Английски език, предлагана на студенти в Република Косово. Изследването е проведено въз основа на трифазен план за действие: анализ преди курса, по време на курса и след курсов анализ. Основната цел на тази количествена описателна дисертация е да се анализира настоящата ситуация на курса по английски език за специални цели (ESP) и неговата структура, като се вземат предвид нуждите, очакванията и ограниченията на студентите, които посещават курсовете по ESP. В това проучване са използвани различни допълнителни методи на изследване, които до голяма степен са качествени чрез интервюта със студенти и наблюдения и анализ на структурата и съдържанието на ESP курса с цел формиране на казуси, но след първоначални количествени изследвания за събиране на основни доказателства за извадката за да се положат основите. Данните са събрани от студенти от Факултета по изкуствата и от Селскостопанския Факултет към Университета „Хаджи Зека” чрез онлайн проучване чрез класна стая в Google, подструктурирано интервю на живо в класната стая, други наблюдения, както и чрез предварителен изпит и тест за проверка на постиженията.

Настоящото проучване бе значимо, тъй като резултатите може да са от полза при разработването и оценката на курсовете по английски език за технически цели (ESP), с цел намаляване на значителните проблеми при провеждането на ESP курса. Освен това, проучването на структурата на курса може да подпомогне преподавателите да преодолеят ограниченията на техните контекстуални условия и да наложат по-високо ниво на въздействие върху развитието на учебните програми. За тази цел бяха проведени

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<sup>1</sup> English for Specific Purposes (ESP)



предварителен тест и тест за проверка на постиженията, за да се идентифицират основните нужди за развитие. Предварителният тест беше извършен чрез администриране на тест преди началото на курса за идентифициране на ситуацията с познанията по английски език, чийто резултати бяха сравнени с резултатите от писмения тест за постиженията в края на програмата по английски език за технически цели (ESP). Оценката на курса също така очертава ефективните части на програмата и идентифицира тези елементи, които се нуждаят от някакви адаптации. Следователно курсът по ESP изисква промяна както в съдържанието, така и в структурата. Събраните данни са анализирани с помощта на софтуера за статистически пакет за социални науки (SPSS). Проучването съдържа 40 въпроса, които са оценени по четирибалната Ликъртова скала степенувайки отговорите на съгласие от 1 (категорично несъгласен) до 4 (категорично съгласен). Описателната статистика, включваща средства и стандартни отклонения, се използва за отговор на изследователски въпроси. Използвани са също така предварителен тест и тест за проверка на постиженията, за да се определи как отделните групи, в конкретния случай студентите по селскостопански науки и изкуства, се различават едни от други. Резултатите посочват, че аспектите на ограниченията на съдържанието на курса по ESP като цяло и по-специално на предизвикателствата, свързани с курса. Констатациите са възприети сходно и различно до известна степен от групи респонденти въз основа на годината на обучение, учебни дисциплини, образователен произход и най-очевидните общи познания по английски език. В резултат на това са установени някои несъответствия. В следствие на анализа се препоръчва програма за подготвителна подготовка за ниво Бакалавър и промени в структурата на курсовете по английски език.

Интересът към тази тема произтича от факта, че на практика има няколко проучвания, които се занимават с разработването на програми по английски език за технически цели на ниво Бакалавър в Косово. В същото време нуждата от развитието на английския език в професионален смисъл непрекъснато нараства, като се има предвид значението на английския език в академичните среди и развитието на ESP в света. Казусът се върти около ефективността на ESP курсовете за студенти, които се смятат за индикатор за възможни промени и усъвършенстване на действителната програма за ESP курса, т.е. от английски език към английски в музиката, английски език във филмовата режисура или английски в агробизнеса.

Второ, настоящото проучване набляга на основния лингвистичен подход, който оказва голямо влияние върху ESP като: (1) концептуално ориентирания подход и (2) контекстно ориентирания подход. И двата подхода представляват много различни мисловни школи в лингвистиката. Въпреки това, в последно време и двете традиции започнаха да се сближават по редица интересни начини, най-вече чрез широкото използване на корпусите и нарастването на изчислителните методи във формалната лингвистика.

Трето, прилагането на подготвителните програми в двата факултета може да повлияе на развитието на курса. Подготвителният курс, чрез който студентите се предполага, че до известна степен ще подобрят общите си знания по английски език за собствени нужди, преди да започнат курса по английски език за технически цели.

За постигане на гореспоменатите цели и за по-добри практики на преподаване/учене, това изследване се съсредоточава главно върху следните изследователски въпроси:

1. Каква е текущата ситуация на ESP в бакалавърските програми?

2. Отговарят ли на критериите за ESP програма за общо английски знания, които студентите са получили по време на обучение в предуниверситетска степен?

3. До каква степен предоставянето на курс по ESP на студенти от първа година бакалавърска степен им помага да функционират ефективно в целевата си ситуация?

За да се стигне до адекватни отговори на трите изследователски въпроса по-горе, са установени следните хипотези:

1. Курсът ESP, предлаган в бакалавърската степен, се нуждае от развитие по отношение на структура и организация.

2. Въпреки че учениците са посещавали часовете по английски от трети клас, техните умения по английски език не отговарят на изискванията на ESP.

3. Смята се, че посещаването на курс по ESP през първата година от обучението по бакалавърска степен е полезно за студенти със средно ниво на владение на английски език. Това може да им помогне да се представят по-добре, докато участват в специализирани езикови среди.

Проучването използва многостранен и мултидисциплинарен подход и хвърля нова светлина върху следните аспекти на курса по английски език за технически цели (ESP):

- Преглед на историята и развитието на ESP;
- Преглед на състоянието на ESP в Косово;
- Профил на студентите по отношение на нуждите и очакванията за постигането им чрез курса ESP;
- Подробен анализ на преобладаващия курс по английски език за технически цели в трите катедри на Факултета по Изкуствата и в групата от четиридесет студенти по Агробизнес;
- Преглед на профила на курса по английски език за технически цели, включително анализ преди започване на курса, по време на курса и след курса;
- Подробна подготвителна програма за ниво Бакалавър.

Резултатите предполага да осигурят цялостна картина на Английския език и състоянието на курса по Английски език за технически цели (ESP) в Косово, което може допълнително да бъде от полза при разработването на ESP курсове и разработването на ESP програми за ниво Бакалавър, както и за повишаване на осведомеността за потребностите от английски език в професионален аспект.

Изводите са ограничени до конкретна група студенти в конкретен контекст. Следователно, резултатите може да не бъдат приети от други преподаватели по ESP курсове в други университети. Възможно е научните изследователи да използват голяма извадка от студенти, която може да включва и други факултети в същия университет, т.е. от университета „Хаджи Зека” или от други държавни или частни университети, за да получат надеждна степен на представителност на извадката, за да се осигури адекватно обобщаване на констатациите.